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REFORM IN GRAMMAR SCHOOLS. — MANUALS OF INSTRUCTION. — INSPECTION. — EXAMINATIONS. — 2.

THIS paper is in continuation of one having the same title, that appeared in the November number of the *Teacher*. And that the connection may be preserved between the two, without putting the reader to the trouble of recurring to the former one, I will briefly recapitulate its leading points.

It began with a reference to the fact, that among the most stirring and interesting of the educational topics of the day, are those having relation to reforms in Grammar School instruction. The instrumentalities that have been suggested to inaugurate and perpetuate the needed reforms, were then spoken of, especially that of the adoption of detailed manuals or programmes of study, and these were declared to be of exceeding value, provided they be favored with right conditions for their effectual operation.

The nature of these conditions was then considered; and, in that connection, the position was taken, that so irregular and arbitrary is the character of the inspection of our schools in general, — it being in the hands of school committees, whose material is constantly changing, and is too frequently selected without regard to fitness, for the responsible duties that are involved, — that it interposes a serious impediment to the faithful and successful use of

such programmes. For, it was argued, our schools closely reflect in the character of their work the character of their inspection. Unless, therefore, the spirit and demands of the inspection be in accordance with the spirit and demands of the programme, the latter will surely be disregarded and fall into desuetude.

Attention was then directed to the examinations for admission to our High Schools, as being one of the most influential channels through which the character of the supervision of our schools operates upon the schools themselves. And it was asked: "How can the questions annually proposed as tests for candidates for the High Schools, be so selected and worded as to prove a source of healthful inspiration and guidance to our Grammar Schools?"

I shall attempt a reply to this question in the remainder of this paper.

Enough has already been said in various quarters concerning the principle on which the sets of questions for admission to High Schools are usually constructed, and the pernicious influence that they correspondingly exert over the Grammar Schools. The whole matter may be set forth in a single sentence. They are constructed exclusively in relation to the contents of the text-books; and the result is, that the instruction in the upper classes in the Grammar Schools, which is toned, shaped and limited by what these sets of questions have been and are expected to be, becomes text-book, technical and memoriter accordingly; excluding very often all the juice and richness of education.

In instituting a new order of things in this regard, there are certain points which it is important to hold in view.

The first is, care should be taken that the sets of questions shall recognize and emphasize what are to be considered the true methods and fruits of Grammar School instruction. Instead of being confined to what is contained in the text-books, and consequently inciting the Grammar School teachers to slavish adherence to the text-books, they should be so made as plainly to demand a broader and ampler range of study and acquirement. And instead of containing some questions, as is usually the case, that refer to petty and useless exceptions or details in the various studies, thus enforcing the necessity of drilling upon the *whole* of

the text-books so as to be prepared for whatever may be asked,—an awful alternative! — it should be understood in advance, that a great deal of the text-book matter will not be brought into the range of the examinations; and what is to be excepted should be explicitly set forth.

In the second place, the sets of questions should be so framed as to demand that the scholars in the Grammar Schools shall be taught *to think* in connection with their daily lessons. The degree to which, under the pressure of the present character of examinations for admission to High Schools, the scholars of many schools are absolved from any earnest, energetic exercise of mind, any sterling, vital *thinking*,—mere memoriter work satisfying all demand, — is truly deplorable. The time now devoted to the useless details of certain studies, if bestowed upon exercises that would throw the scholars upon their own mental powers and energies, — exercises for instance that would subject them to draw comparisons between the facts stated in the text-books, to make deductions from given premises, to supply defects of statement, rhetorical or otherwise, and to make original applications of rules and facts, would rouse to a remarkable readiness, spirit and power of action, minds that now, when the attempt is made occasionally to get them out of the ruts of mere text-book knowledge, seem to be plunged, paralyzed, into chaos.

Once more, the questions should be so shaped as to indicate what the school authorities hold to be the legitimate purpose and scope of each branch of the Grammar School studies.

Thus the questions in “grammar” should prove as good as a treatise to demonstrate what is felt to be its advantages as a study, and consequently what scope should be given to it in preparation. But this vital topic will be more in place in connection with a specific discussion of the several customary classes of examination questions; and passing on to that discussion, I now proceed to consider in the first place, —

THE LIST OF GRAMMAR QUESTIONS.— Grammar has hitherto been taught as though it were an end instead of being, as it is in the main, only a means to something else. Our text-books on the subject have defined English grammar to be “the art of speaking and writing the English language correctly.” This definition has

been quietly accepted as true, and the study of the subject has received corresponding attention. To be familiar with its rules and exceptions, and to have acquired skill in parsing, have been reckoned among the ultimates of a sound education. On the same basis, the grammar questions for admission to High Schools have been confined to the matter of the text-books, with some severe ordeals of attainment in the accomplishment of parsing super-added.

But the moment that this familiar definition of grammar was subjected to experimental tests of its accuracy, it was found to be singularly untrue. It was found, 1st, that a knowledge of grammar is not necessary to the most admirable use of language; and 2d, that such knowledge does not communicate the art of speaking and writing correctly. Some of the masterpieces of English composition were written without the least aid from a scientific familiarity with the language, and on the other hand, the best scholars in grammar are very likely to speak and write the language with the least freedom and the most blunders.

Educators, therefore, have been led to ask the question — the wonder is that it was not discriminatingly and searchingly asked long ago, — What does the study of grammar actually accomplish?

The answer plainly is, that in order to make language an object of examination so as to be able to converse about it, and direct attention to it in detail for purposes of criticism and study, it must be scientifically subdivided. Its parts and relations must have names to be designated by, and the laws that govern its construction be reduced to rules.

This is substantially all the purpose it serves. It will be seen therefore that its office is only primary and mediatorial. It does not follow from the knowledge of it, by any means, that one will speak and write the language correctly, much less that he will be provided with that indispensable foundation stone of all real learning — the possession of an intelligent vocabulary, sufficient to enable him to express his thoughts with freedom and accuracy, and to understand the diction of the text-books that he may be put

upon in higher courses of study. These results must be secured in some other way.

And as our courses of study in the Grammar Schools are now arranged, — no place being specially assigned to the study of the English language, *as such*, for the grand issues that have been spoken of, — that study must be secured under the head of grammar. And the lists of grammar questions prepared for the examinations for admission to the High Schools, while they give sufficient place to technical grammar, should be devoted mainly to such as will test the degree of the intelligent knowledge of *language*; test the power to use it as the vehicle of thought, with freedom and rapidity; test also the knowledge of the meanings of words, of synonymes, derivations, various forms of construction, and so forward. Then the Grammar School teachers will be inspired by the nature of the ordeal that will be before their scholars, to divide the time appropriated to the study of grammar with judicious reference to the paramount ends to be subserved.

The following is the list of grammar questions on which the candidates for admission to the New Bedford High School, in July last, were examined. It is printed in this connection with much hesitation, lest it should be supposed to be assumed by its framers to be of superior merit, fully accomplishing the objects that have been detailed above. Far from that. It is only an attempt, as is believed, in the right direction. And it is here made public, that what has been the object of much thought and study, every question having been inserted with a definite aim, may draw forth suggestions from other minds that will lead to the utmost perfection of which the subject is capable.

1. Senators of the South! tell me, I pray you, if it be fanaticism for Massachusetts to see in this age, what your peerless Washington saw in his age, "the direful effects of slavery?" Is it fanaticism for Massachusetts to believe, as your Henry believed, that slavery is as repugnant to humanity, as it is inconsistent with the Bible, and destructive to liberty? H. WILSON.

Make a list of the *nouns* in the above extract, naming the kind of each, and the cases of the first *three*.

Make a list of the *pronouns*, naming the kind of each, and parse the first *two*.

2. Make a list of the *verbs* in the extract above, name the subjects of the first *three*, and the tenses of the next *three*.

3. Make a list of the *adverbs*, *prepositions*, and *conjunctions*. Also of the *adjectives*, and tell how each may be compared.

4. "Full many a flower is born to blush unseen,
And waste its sweetness on the desert air."

From what adjective is *sweetness* derived? Write a sentence containing that adjective.

Mention an adjective derived from *flower*, and write a sentence containing that adjective.

What other part of speech in the above couplet may the word *desert* be? What is its meaning in each case? Is it pronounced in the same way in both cases?

5. Change the following stanza of poetry into prose. And also, write it, changing the language, as far you can, into equivalent language of your own.

Our country calls; away! away!
To where the bloodstream blots the green;
Strike to defend the gentlest sway
That Time in all his course has seen.
See, from a thousand coverts, see
Spring the armed foes that haunt her track;
They trust to smite her down, and we
Must beat the banded traitor back!

6. Fill out the following imperfect expressions, so as to make an intelligent sentence of each of them.

The true glory of a nation is

It is only real merit that

If one cannot accomplish the full measure of noble desire

7. Vary the construction of the following sentence, in as many ways as possible, and still preserve the same sense.

By observing truth you will command esteem.

8. Fill in the words that are wanting in the following sentence, so as to make connected sense.

In common with the _____ of my countrymen, I have sorrowed
at _____, and rejoiced at _____. I have mourned over the
who have fallen on the _____ of _____; and have
in the _____ in which a people have _____ upon the
and upon the _____, and led our _____ to victory.

9. Write as much as you can in a quarter of an hour on this subject; "*Iron.*"

10. A dictation exercise.

It is important that I should append a few notes in order to an intelligent understanding of the grounds on which these questions were selected.

The first three sufficiently explain themselves. They refer comprehensively to the leading principles and requirements of grammar proper. They touch on each of its grand divisions with which they presuppose familiarity. And with these simple, rudimentary demands on the knowledge of the grammar scholar, the limit of attention to grammar proper is exhausted. Why should any more be required of him in that connection? Does not so much furnish him with sufficient scientific knowledge of the structure of the language *to accomplish all the purposes for which a scholar at that stage of advancement needs such knowledge*? Why task him with its exceptions and intricacies? Again, why expect him to parse sentences of complex and difficult construction? Can anything be more absurd than to insist on skill in giving the syntax of passages, of whose meaning and whose value as literature, he is so ignorant of language as to possess, at best, only a vague idea?

4. The object of this question is apparent. It is to test familiarity with derivatives, double meanings and pronunciation.

5. It may seem to some who give the subject but little thought to be a merely fanciful expedient, to put before candidates a question like this. But if one is disposed to make experiment, how little the inversions and metrical structure of poetry are understood by the average* of candidates for our High Schools; let him take such a class, and without warning or forethought, put them upon answering a question of the kind; selecting, of course, an example for practice that offers some difficulties, because of its poetic imagery and structure. The result will astound him utterly.

* I wish to exclude from consideration the candidates for High Schools from Grammar Schools in which the scholars have been kept back from graduation until they are sixteen or seventeen years of age, and have unusual ability from the fact of their superior maturity. Such scholars by no means represent the average candidates for admission to High Schools.

It will reveal a poverty of conception and a barrenness of intellectual apprehension, that will seem strangely incompatible with the years that have been spent in study, a good portion perhaps, having been devoted to grammar. And the second part of the question, that calls for a paraphrase, will reveal equal or greater deficiencies. No practice in the study of language, is more valuable, I believe, than what is obtained from such a question as this, in its several parts.

The sixth, seventh and eighth questions are suggestive of various modes to exercise scholars in the use of language, throw them upon active mental energy and resources, to interpret the passages aright and supply their deficiencies, and thus to sharpen their wits and enlarge their vocabularies. If the seventh question be put to an average class of candidates, unaccustomed to anything of the kind, the poverty of their invention will be made sadly conspicuous. The great majority will merely transpose the words or the parts of the sentence, without the faintest idea what "construction" means. Let these and similar methods to familiarize the youth in the Grammar Schools with the uses of language, be systematically practised, under appreciative and sagacious direction, and the influence on their mental powers will be of the most marked and important character.

9. I have not a great deal of faith so far as Grammar Schools are concerned, in the ordinary method of conducting the exercise of "writing compositions"; that is, by requiring formal studied essays on assigned subjects at stated and considerable intervals. The effort occurs too infrequently and under conditions too fretting and tasking to be of much value to minds that are so immature and crude in their conceptions and weak in their grasp of thought. But in the requirement of compositions of a more simple and familiar character at comparatively short intervals, I believe with all my heart, as being among the most productive instrumentalities of the school-room. In the various ways in which they may be exacted, now as an act of memory, putting down in the best possible manner something that has been previously offered to the mind, now again in the form of an abstract of a lesson or lessons that have been learned, and still again as an appeal to prompt,

original mental power, they fulfil an office for which no substitute can be found. And it seems to me that there should always be at least one requirement among the questions for admission to High Schools that will demand familiarity with the habit of composition as an indispensable prerequisite for its successful answer.

10. This exercise consists of the clear, well-enunciated reading of a paragraph from classic literature to the candidates, which they are to write down from such dictation, as accurately as possible, with due attention to capitalization, marks of punctuation and spelling. It should be first read through continuously, with right modulation, to give an idea of its connected sense; then it should be dictated for transcription, clause by clause.

I trust that I have not been wearisome in the foregoing remarks. The subject seems to me of so much importance as to justify an elaborated presentation. If it secures any degree of like interest in the minds of the readers of the *Teacher*, I shall be happy to review, in a similar manner, the lists of questions in other branches of study.

H. F. H.

"KNOWLEDGE cannot be ours, until we have appropriated it by some mental operation." — CRATES.

"THE greater our circle of knowledge, the greater the horizon of ignorance that bounds it." — DR. S. JOHNSON.

It is not what we read, but what we incorporate with our own minds, that makes us learned.

HE is the best scholar who has learned to live well.

LEARNING is the ornament of youth, the honor of manhood, and the enjoyment of age.

LEARNING enlarges, refines, and elevates the mind.

"HE is a learned man, who understands *one* subject; a very learned man, who understands *two*." — EMERSON.

LATIN GRAMMAR.*

It is growing daily more and more evident that classical studies will have to go to the wall before the ever increasing demands of the age for instruction in the physical sciences, unless large reductions are made in the time heretofore devoted to the former in our schools and colleges. The colleges seem to be alive to the wants of the age, and are gradually extending the programme of study, leaving Latin and Greek in a relatively subordinate position after the first year or two of the course. But still they adhere to the old standard for admission, increasing rather than diminishing the requirements; and we would not have them do otherwise. Latin should be begun at an early age, if it is to take its true place at the foundation of a liberal education, and candidates for college ought certainly to be familiar with no less of classical literature than is now expected of them. The trouble is that this familiarity with the literature of the ancients and the ability to read classic authors understandingly are made in great measure subservient to familiarity with somebody's Grammar. As long as Andrews and Stoddard's kept on increasing in bulk with every new edition, the labor of fitting for college was correspondingly increased (which fact leaves it an open question whether the revised editions were improved or not). In schools exclusively classical, from three to six years are devoted to fitting boys for college, and probably four-fifths of all the time is consumed upon Latin and Greek alone. Graduates of such schools are notoriously ignorant of English literature, of natural philosophy, and of everything but the merest rudiments of mathematics. There is a growing discontent with such results, even among the truest friends of classical learning. The problem, then, for teachers to solve is, how to obtain as good practical results as are now obtained in very much less time than is now required; or better, how to arrange the preparatory course in such a way as to lose nothing of permanent

* "Manual Latin Grammar. Prepared by William F. Allen, A. M., Professor of Ancient Languages and History in the University of Wisconsin; and Joseph H. Allen, Cambridge, Mass. Boston: Published by Edwin Ginn. Woolworth, Ainsworth & Co., 1868."

value that is now gained, and besides, to add much that is now left untouched. The publication of the "Manual Latin Grammar" is one step towards the solution of this problem.

A year or two ago Professor Bowen said, "He will do most to revive it [classical learning] who shall be the first to publish, in a volume of not more than three hundred openly printed pages, *all* the grammatical forms and principles of *both* the Latin and Greek languages which are required to qualify a candidate for admission to college, and will suffice even for the undergraduate studies of nine-tenths of the students." The "Manual Latin Grammar" contains one hundred and twenty-seven pages, and appears with Prof. Bowen's recommendation. Those who are convinced that a good knowledge of the Latin language and literature can be gained without previous training in the "grammatical theories and niceties" of German metaphysicians, and without committing to memory long lists of rare and exceptional forms, will be favorably impressed at first sight with the size of this book. On opening it and turning over the leaves, they will be still further favorably impressed with the total absence of "fine print," and with the general appearance of tinted paper and large, clear, open type. But these advantages over other Latin Grammars are of small account unless it can be shown that, as a text-book, as a means of instruction and a help to the teacher, the "Manual Latin Grammar" surpasses its predecessors.

Let us notice, then, a few of the leading features of this work in comparison with one or two other grammars now in use. It is evident at first sight that the Messrs. Allen have left out a great deal of what we are accustomed to see in other grammars. However much of condensation there may be, there must still be very many wholesale omissions. Andrews and Stoddard have upwards of four hundred closely printed pages; Harkness has over three hundred and fifty pages of more open type, but still with a great deal of fine print. Andrews and Stoddard devote more than fifteen pages to the *Third Declension*, Harkness, more than eighteen (the difference being chiefly in type), and the Allens less than four. While the two former devote many pages to rules for gender, and rules for the formation of cases, with all the exceptions under each,

the Allens simply give the general rules for gender by ending, and a half a page of remarks on the cases. We look with blank amazement upon such an innovation, and thus we muse within ourselves: Can a boy ever become a Latin scholar without being able to repeat glibly "Nouns in *o* form their genitive in *ōnis*, but patrials in *o* have *ōnis*, though some have *ōnis*. But nouns in *do* and *go* form their genitive in *īnis*, but four dissyllables — *cudo*, *udo*, *ligo* and *mango*; and three trisyllables — *comedo*, *unedo*, and *harpago*, have *ōnis*," and all about *Apollo* and *homo* and *nemo* and poor *Dido* who had, in addition to other misfortunes, that of being sometimes a Greek noun? Is it not essential that our boys should have at their tongue's end those interesting facts that nouns in *is* are feminine, but a good many of them are masculine, and some are common, and some are doubtful? What has become of that list of thirty odd beginning "*axis*, an axle, *aqualis*, a water-pot," that kept us after school half-a-dozen times before we could bring up safe and sound at "*vomis*, a ploughshare"? Is the coming boy to travel on a royal road to Latin? How can he be fit for college till he can say the exceptions in *x*, *anthrax*, *cordax*, *dropax*, *styrax*, *limax*, *box* and *esox*, and the rest? If *bombyx* when it means silk is really doubtful, shall he be left in doubt about it? And after all these musings we are constrained, on reflection, to say that, if there is ever to be a return to the methods and principles of good old Roger Ascham; if the principles are to be re-adopted that Cicero is best learned and understood by studying Cicero, that a hundred lines of Virgil securely lodged in the memory is a far better mental possession than as many pages of the refined subtleties of grammar and philology that crowd many of the text-books, that double translation of the best authors is practically a better method of getting acquainted with the intricacies of the Latin tongue than ever so much memorizing of abstract rules; in short that, so far as the syntax of the language is concerned, it is better for the pupil to make his own grammar as he goes along under the guidance of a skilful teacher, one or both of two things must happen: We must have smaller grammars, or teachers must get rid of the false notions that whatever text-book is put into their hands must, from beginning to end, be crammed into the memories of their pupils, and that the stand-

ard of excellence in Latin scholarship is the percentage of correct answers to grammatical and philological questions on an author's words, rather than a close, elegant, and idiomatic rendering into English of the author's thought. The inductive method ought to be used far more than it is used in teaching language. The habits of observation and comparison may be as well fostered in the study of language as in the study of rocks and plants. Of mere memorizing there should be little or nothing beyond the committing of the forms of declension, comparison, and conjugation. It is highly gratifying to see that the Allens give no more than a dozen lines to the subject of pronunciation. There might be some sense in an attempt to teach what is called the "Continental method," though we doubt the expediency even of that. At all events, there is little doubt that nine-tenths of our pupils learn their pronunciation, whatever it may be, by imitating the teacher, rather than by poring over the arbitrary and absurd rules laid down in most of the grammars, and the time required to learn, digest, and apply these rules may be profitably given to something of more intrinsic importance. A boy may even be pardoned for saying *Rō'manorum* instead of *Rōm'anorum*, or *sō'cer*, *sō'ceri*, *sō'cero*, instead of *sō'cer*, *sōc'eri*, *sōc'ero*. Let him devote his energies to his penultimates, and be not too critical about the rest.

We doubt whether it would not have been better to devote a little more space to paradigms, particularly those of the verbs; that is, instead of presenting the whole of the first and second conjugations on one page, to give one or two pages to each, so that the learner may not be confused by having too much presented to the eye at once. After the conjugations are learned, then they may be put together in a tabular form for comparison. It seems, however, to be the intention of our authors that this comparison shall be used at once as a help to learning the conjugations, which, after all, may be the better way.

The treatment of syntax is admirable throughout. And yet it is all contained within the compass of about fifty pages, to over one hundred and forty of Andrews and Stoddard, and not much less of Harkness. Here we find a good deal of most judicious condensation, of which one instance will suffice as an example. Instead of

finding in one place "Accusative of Time and Space," in another "Accusative of Place," in another, "Ablative of Time," in another, "Genitive of Place," and in another, "Ablative of Place," we find all these relations briefly and clearly explained under the head of "Time and Place." Due prominence is given to the "locative" case, both here and in the declensions.

As to the subjunctive mood, we do not hesitate to say that our authors have done it better justice than it has heretofore received in any American text-book, although they modestly disclaim having reached an "entirely satisfactory treatment" of the subject. Their claim to have explained Conditional Sentences more fully than others have done is well founded. They have brought order out of chaos, and it may at least be said of them that they have done much to smooth the way to an understanding of that most difficult subject, and for what they have done they are entitled to the gratitude of both teachers and scholars.

He alone is fully competent to give an opinion of a text-book as a text-book, who has had it in actual use in the class-room; and when the "Manual Latin Grammar" shall have had its trial in that court, it is safe to predict for it the unanimous recommendation of all progressive teachers.

M. G. D.

REQUISITES TO THE HIGHEST SUCCESS AS A PRIMARY TEACHER.

I HAVE said Primary Teacher, not because the same abilities, natural and acquired, are not essential to the highest success of every teacher; but because teachers of Primary Schools require these qualifications to a greater extent, than others of the profession, to attain the same measure of success.

I. An earnest, sincere love for little children. There may be positions in the teacher's profession, where the love of the subject taught, will afford sufficient inspiration to insure success. This is not true of the Primary School. The sweet reconciler of the primary teacher to the monotony of her work, is the spirit of deep love for her pupils. Not a fastidious love for the beautiful, the

promising, the obedient; but an enthusiastic love, that, leaping over these accidents, sits down in the very vestibule of the soul; and as "Love answers to Love," its coming is the signal for the opening of the broad doors, to the inmost temple. Never a heart will be found barred against the entrance of one coming in the shadow of this royal banner. She who comes in this name will be, not only admitted but welcomed; not only welcomed, but enthroned. Hers should be a love that, seeing weakness, unloveliness, perhaps perversity, "shines on all this, to make it beautiful, as the sun shines on the homely earth, and covers it with blossoms." Such love, "constant as the sun; gentle in its influence as the light," is, of success, both the prophecy and its fulfilment.

A child is the most beautiful work of God's creation; beautiful in its present weakness, trustfulness and simplicity, and beautiful in its possibilities. She who learns properly to estimate child-character; who, humbling herself to walk and talk with children, re-lives her own childhood experiences, and so cultivates a sympathy with children, finds herself bound to them, with a "three-fold cord."

II. In order to the highest success in primary teaching, not only an affection for, but a thorough knowledge of children is necessary. First; of the character of the intellect, and of the laws of its development. Mistakes here are fatal to success. No architect, be he never so skilful, can build the intellectual fabric, from the dome, downwards.

Nature indicates, and experience and reason confirm these indications, that mental processes succeed each other in regular order according to an established law. Early in life one class of faculties is relatively stronger, later in life another class, and later still, yet another. In this march of development, the highest result is nowhere obtained, except every faculty is employed, be it stronger or weaker, in the ratio of its development. To determine "the ratio of development" of the various faculties, in the successive steps of childhood, and to arrange school work, so that every faculty shall be employed, in the proportion of its development, is the problem which the primary teacher is to be competent practically to solve, if she attain the highest success.

And, second, she must understand the bodies of her pupils. The laws of health are so persistently and outrageously violated in school, that it is fully time that primary teachers begin a reform of the abuse of the body. There is neither piety nor sense in the constant depreciation of the body, in comparison with the intellect. "The mind" *does not* "make the man," any more than does the body. "Mens sana in corpore sano" constitutes the complete man. One is no more at liberty to violate a law of his physical, than of his moral nature. It is strange that scrupulous people, so often regard obedience to the voice of the muscles and nerves, the stomach and brain, as entirely optional; never discovering the relation of the penalty to the transgression. A sin against the body is, most emphatically, one which "hath never forgiveness." The teacher has need to understand, as far as may be, the relation existing between mind and body; the nature and extent of the influence of each upon the other; the relation of work and recreation; what kinds of exercise, and how much, is promotive of most mental vigor; what conduces to health and symmetry of person, and what induces disease and deformity. She should be quite as solicitous for every interest of the body, as of the intellect. Third; she should know how, wisely, to develop the moral faculties of her pupils. "A word fitly spoken is like apples of gold in pictures of silver." Every day of school work presents its occasion for the distribution of this golden fruit of the lips, if the teacher but know her opportunity. She desires truthfulness, benevolence, bravery, unselfishness in her pupils. A rehearsal of precepts will never develop these elements of character. "All growth is the result of exercise." A habit of truthfulness, or of unselfishness, is the result of a series of truthful or of unselfish actions. That teacher is wise, who knows how to turn the acts of the every-day life of every child in her charge, to the best possible account, in the formation of such habits; and so succeeds in developing a symmetrical character. This wisdom our ideal teacher has. The children should be led to observe the constant relation existing between well-doing and reward, and ill-doing and punishment. No fictitious cases need be presented to impress this relation. If the teacher knows how, in the daily discipline of school, to make all

her rewards the natural results of obedience, and all her punishments the legitimate sequences of an opposite course of conduct, the child's own experiences will furnish vastly more impressive illustrations of the truth to be taught, than fiction can do.

III. Highest success demands broad culture. Happily the day has arrived when "anybody" will not "do" to teach a Primary School. I do not dare say what a primary teacher need *not* know. The importance of psychologic studies has been already stated. The sciences are indispensable, as is also language. Music and drawing are scarcely less necessary. She needs to know what may be known, of all the objects and phenomena within the range of the observation of her pupils; and superadded to all her culture, she must have that rarest of accomplishments (or *gifts*) "good practical sense," or "tact," that she may most efficiently bring to bear all the means at her command, for the accomplishment of the end proposed.

IV. She must have power of control. She requires the elements of character, that belong to a successful military leader, — strength, energy, firmness, quickness of perception, and promptness in action. Having been often tried, and always found equal to the emergency, her leadership, alone, is the realization of victory. Eye, voice, her entire bearing, bespeak her the commander. Not a dictator, whose rule is absolute, by virtue of her position merely, but a superior, whose right to control is unquestioned, by virtue of what she *is*.

Does any one inquire "Who then can teach?" Many, very many and that well, who do not fully meet the requisitions here made. They who teach best, see their deficiencies most clearly, and feel their failures most keenly. If a teacher exists, who finds no deficiencies in herself, nor failures in her work, her blindness entitles her to sympathy. This article is not written for her, but in the hope of assisting some earnest worker, the more nearly to realize her ideal, by opening before her the path to *highest success*. It is ignoble to be satisfied with only doing.

"As well upon the whole
As other women. If as well, what then?
If even a little better, what then?
We want the *best*."

W.

CONTRIBUTIONS OF FOREIGN CHRISTIAN MISSIONS
TO SCIENCE AND EDUCATION.

It is of interest to the educators and scholars of America, to know that a great educational work is going on in the vast empires of the East, which we have denominated "heathen." During the past year, school furniture, charts, maps and apparatus, not inferior to that used in our best schools, have been sent to South Africa; and there are schools there competent to appreciate and use the same.

In China, Turkey, Syria and Hindostan, schools are established; in many places seminaries and colleges. A recent traveller describes Calcutta as "a city of colleges."

The following extracts from an article by a distinguished American scholar and educator, in the *North American Review*, April 1862, gives some idea of the contributions which Christian missions have made, and are making, to science and education.

The article is from the pen of Andrew Peabody, D.D., LL.D., Plummer Professor, and now acting President of Harvard University:

"The services of the American Board, to learning and science, merit especial commemoration in treating of the missionary enterprise. In philology and in descriptive and physical geography more has been effected within the last half-century by this agency than by all others, and in our own country, the contributions of the missionaries of this Board to these branches of knowledge, have borne to other researches and discoveries a proportion which it would be impossible to estimate, and which, could it be stated in figures, would seem almost mythical.

"The missionary can afford to remain ignorant of nothing that can be known. His are not the cursory observations, the sweeping inductions, the gratuitous inferences, of the mere traveller, nor yet the partial, one-idea investigations of the scientific explorer. He associates himself with the home-life of those who will give him entrance. His materials are embodied in his periodical reports, or they accumulate in his hands till he can furnish his volume or volumes of descriptions and experiences; and in either form they become a rich repertory of authentic facts in ethnology, available equally for the purposes of science, enterprise and philanthropy.

"GEOGRAPHY.

"As regards geography, in every region that has been opened to the curiosity of the present generation, if we except the region of the Amoor, missionaries have been the pioneer explorers. They have penetrated Africa in every direc-

tion, and their carefully written and ably illustrated volumes, filled with what they have seen and experienced, and vivified by the humane sentiment which pervades them throughout, stand in strong contrast with the jejune, spiritless sketches of some secular tourists, and the exciting myths and exaggerations of others. Dr. Anderson, in company with Rev. Eli Smith, one of the missionaries of the Board, made the earliest exploration of the Morea and the Greek islands after the establishment of Grecian independence, and the resultant volume was warmly welcomed by the Royal Geographical Society of London, as having made extensive and valuable additions, even to what the English had learned of a region so much frequented by their ships of war, and under safer auspices by their men of letters. The researches of the same Rev. Eli Smith and Rev. H. G. O. Dwight in Asia Minor, Georgia, and Persia, and among the Nestorian and Chaldean Christians in Oroomiah and Salmas, were published in 1833, and shortly after republished in London, with the highest commendation from the most distinguished authorities. On our own continent, an exploring tour beyond the Rocky Mountains, undertaken by direction of the Board by Rev. Samuel Parker, 'first made known a practicable route for a railroad from the Mississippi to the Pacific.' "

"BIBLICAL CRITICISM AND ECCLESIASTICAL HISTORY.

"Who can estimate the services rendered in the department of biblical criticism alone by a band of educated men who love the Bible, and whose duties lie among scenes, objects, and people identical with, or closely resembling, those commemorated in the sacred record ?

"There are also some portions of ecclesiastical history that lie open to the missionary as to no one else. Of the Eastern churches, much more than has ever been written, remains unwritten and unknown. But the materials for reproducing what has not yet found record, exist in part in tradition, in part in ecclesiastical rites and institutions, and in theological symbols and ideas which have manifestly been transmitted from a remote antiquity. The missionary who seeks to make real the ostensible Christianity of these representatives of the early separatists, must needs enter into their ecclesiastical life, in order to recast it ; must become conversant with their ancestral opinions, in order to replace them by better ; must learn their traditions, in order to separate from them their admixture of falsity and error. We are to look, then, primarily to this source — and we have already the first-fruits of such an expectation — for effective researches in this large, interesting, and instructive department of the history of the Church, — for lines of testimony that shall carry us back to the time when primitive Christianity had its pure white light broken into varying hues by refracting media.

"Still further, there are various departments of expressly theological science to which the missionaries of our age have brought large accessions. Their labors are wrought, in great part, among those nations of the East whose manners habits and customs have been stereotyped from time immemorial, and among those features of Oriental scenery which are the same now as in the days of Abraham, Isaiah, and Christ.

"PHILOLOGY.

" But we have not yet entered upon the most arduous and recondite literary labors performed by these soldiers of the cross. In philology they have accomplished more than all the learned world beside. The publications of the American Board in and concerning foreign languages, number already nearly two thousand titles, in nearly forty different tongues. Many of these are translations of the entire Bible. Many are vocabularies and grammars of languages previously unknown to civilized man, and in not a few instances, of languages previously unwritten. Who can estimate the amount of patient, intricate, baffling toil involved in these issues of the missionary press! How completely does it distance and throw into the shade the labors of retired scholars, in the shelter of well-stocked libraries, surrounded by reference-books, cheered by the sympathy of men of kindred tastes, and urged on by the anticipated plaudits of the erudite public in all lands! The missionary has no thought of fame; his only impulse — the noblest, indeed, and the mightiest of all — is the desire to save his fellow-men from spiritual death, and to enlarge the empire of Him whose are all souls, and to whom is destined 'the kingdom and the dominion under the whole heaven.'

" THE MISSIONARY HERALD.*

" We ought not to omit emphatic mention of the *Missionary Herald*, a periodical containing reports from all the missionary stations, with accurate statistics embracing every department of knowledge on which the researches of its contributors can throw light. If we were to leave out of thought its prime purpose of enkindling and sustaining zeal in the great work of evangelizing the world, and to regard it solely as a journal for the dissemination of knowledge and the advancement of learning, it would easily hold the first place among the periodicals of the age."

A POEM

READ AT THE DEDICATION OF A PUBLIC SCHOOL-HOUSE IN STOCKBRIDGE,
MASS.

WHEN through the city's crowded streets
One casts his wonder-smitten eyes,
On follies countless that he meets,
Of Fashion and its butterflies,

* The *Missionary Herald* is not published for any pecuniary profit from the subscription itself, the price, *one dollar*, barely covering the *cost* of the magazine. If, in addition to its influence in behalf of Missions, it can be made to subserve the ends of science and education, the American Board will be glad to furnish it to American educators at the same price as to its patrons. Many are now receiving it. Cyrus W. Field and Professor Guyot, have long been subscribers. Carl Ritter kept it constantly by him.

It may be obtained by addressing (one dollar enclosed) "MISSIONARY HERALD, Missionary House, 33 Pemberton Square, Boston."

His thoughts go trooping to the days—
 Should he chance be no longer young—
 Of early life and boyhood's plays,
 In rural districts whence he sprung.
 His vivid memory recalls
 The home-spun grey and check so blue,
 Then good enough for parties, balls,
 For Sundays and for huskings too;
 The linsey-woolsey rough and warm,
 With solid muscles underneath—
 No cotton to round out the form—
 And giving room enough to breathe.
 He can't help thinking—Better *that*,
 And tending to a better end,
 Than close-drawn stays and feathered hat,
 Pants skin-tight, and the "Grecian Bend."

So in a place like this, replete
 With all that modern skill contrives
 To spur the brain and wing the feet,
 And train the young to useful lives,
 Though not, as in the other case,
 Disposed to look with captious eyes,
 Call all that's new a mere disgrace;
 And only talk to criticise—
 Still will our thoughts go musing back
 To other days and different times,
 When learning entered with a whack,
 Not representable in rhymes.
 Indulge we then a gentle trot
 Back fifty years from this November,
 O'er scenes the boy forgetteth not,
 And to the last, the old remember.

Imagine, then, on village green,
 Or some bleak spot beside the road,
 Where not a friendly tree is seen,
 To dull the keen Northwester's goad,
 A little building bare and brown,
 Whose roof old Time, the utilizer,
 Has sown with moss, as though to crown
 Efforts beneath to grow the wiser.
 A dozen clapboards lacking nail
 Discourse of ventilation well,
 And thump with every wind a bass
 To the soprano of the sash,

Whose crippled panes proclaim the scars
Of wounds received in many wars
Waged by the boys with sticks and stones,

And no prudential
Consequential

Committee-man to set their bones.
The battered, ragged chimney top
Has been a target and a stop
For missiles for some seventy years,
And a grim witness, too, of tears,
When some successful urchin's whack,
Sent a brick thundering down the stack,
And called the irate master's frown
In anger with his ferule down.

Pass the low door, and make your bow —
Would that *that* rite were practised now —
And take a seat to watch and see
The daily school economy.
Behold three tiers of desks arranged
Around the room, of form unchanged
And stereotyped, the same as when
The first were built by Mayflower men;
Stiff, stark, and perpendicular,
By offsets rising from the floor;
Straight-backed as any whaleman's paddle,
Or trooper, frozen in his saddle.
The seats in front 'neath teacher's eye
The younger urchins occupy,
Lifted so high above the floor
That honest sitting is a bore.
In truth, however good the will,
'Tis penance on them to keep still,
Though many is the thump they get,
And ears pulled, for not doing it.
The ceiling, dark with dust and years,
Sundry outlandish figures bears,
Done with a tallow candle's smoke,
Dotted with wads, like knots in oak.
The walls have furnished myriad pellets,
For ages shot by rogues as bullets,
From the high batteries carrying woe
On unsuspecting heads below.
On the dimmed plaster that remains
You'll see amidst the apple stains,
Mid words of shame, full many a name
Long gone, and rarely known to fame,

Commingled with some love-sick verse,
 In meaning poor, in lettering worse.
 Each scarred and battered counter gives
 Full proof of Jack and Barlow knives;
 Where fly-traps, punches, holes combine
 To blotch and rough the ancient pine.
 The floor, — O tell it not in Gath! —
 Precisely such a color hath
 As wears the cornfield just outside.
 Nor must I pass the fireplace, wide
 Enough a half a cord to hold,
 When wood bro't not its weight in gold.
 Whose fires in vain like useless grannies,
 Fought Jack Frost's lances through the crannies.

But, leaving this 'tis time, I ween,
 To speak of words and deeds within.
 Well, then, behind an ancient stand
 A little raised, on either hand
 Flanked by a ferule and a rod,
 Sits the brief despot, on whose nod
 Await reward and retribution,
 Law-making and its execution,
 No admiral on deck at sea,
 More potent for the time than he.
 Around that awful pivot wheel
 Doings from which there's no appeal.
 "Silence!" he calls, and silence is;
 A glance upon those tools of his
 Makes it quite clear that moral suasion
 Is not a partner in the question.
 The classes by platoons outpour,
 And toe the time upon the floor;
 Their bows and courtesies perform,
 And then proceed the works to storm.
 The strong holds of the enemy —
 Arithmetic, Geography —
 The eldest strive to undermine,
 And "fight all winter on that line";
 While little tow-heads stately
 Charge a-b, abs and a, b, c.
 Some daring few, on progress bent,
 Make *Grammar* an accomplishment.
 But cautious here the learner goes,
 For 'tis not much the teacher knows.

The great event of every day,
 And best done, is the *Spelling fray*,
 Wherein mere justice prompts to tell,
 Those old days did our own excel.
 With memories sharpened bright and strong
 On Webster's grindstone labored long,
 Briskly the syllables combine,
 And fly adown the lengthened line.

Nor is the wordy war confined
 To columns from the spelling book ;
 Some specimens 'twere hard to find
 In Christian land or heathen nook.
 At times the teacher's tongue offdashed
 In verbal aggregation,
 A farrago of nonsense hashed
 In monstrous combination.
 "John," — he would say, all solemnly —
 " Spell Quo-ru-tan-dem-nus-que !
 Well done ! now this — Ho-no-ri-fi-
 Ca-bil-i-tu-din-i-ty-bus-que !"
 My elder listeners here to-night
 Have memories not yet cool,
 Of winter evenings long and bright,
 Spent in the Spelling School,
 Where rival sides with might and main
 Sought each the victory to gain
 And honorable fame ;
 In fancy yet they hear the shout
 That tore the air when school was out,
 Of those who in the merry bout
 Had won at length the game.

But sadder scenes my romping rhyme
 Must mention, when from time to time
 Offended justice, ne'er befogged,
 Summoned a culprit to be flogged.
 'Twas the belief of those old days
 That Solomon knew what he says,
 And guiltless was of lying,
 When he prescribed for roguish son
 The oil of birch-sprouts well laid on,
 And no let-up for crying.
 In full accord, the practice was
 That punishment for broken laws
 Should make the culprit truly grieve,
 A thing *felt* — not a make-believe.

I cannot say I am suspicious
That in the days of which I speak
All youngsters were innately vicious,
Or more disposed the laws to break.
But sure I am that rod and rule
Found victims more in every school.
On this most teachers thought together —
Hides must be tanned before they're leather :
So must the boy — deny who can ? —
Through course of sprouts become a man.
However this, my memory states
That daily some unfortunates,
Called into the area, won
The rogue's assured catholicon.
On tender and on hardened palm
There fell alike the ferule's balm ;
Varied at times by birchen thwack
Around the legs or o'er the back,
Till bass or treble cries and calls
Woke all the spiders on the walls.
Nor was the case infrequent, when
A stout misdoer turned again,
And, with a sinewy arm and supple,
Seized his tormentor with a grapple
That brought no scientific strife,
But a stern struggle, as for life,
The boy, too, by gymnastic wit
Oft getting far the best of it.

Now other acts of those old times,
The tricks, the foibles and the crimes,
Deeds done against or under rule,
Including that rare "Smack in School,"
Are they not writ by Palmer's pen,
Better than can be done again ?
Vain 'twere to touch that favored string.
For "who shall speak after the king ?"

We claim in these more favored days
That Learning owes us greater praise
For views enlarged and wider field,
Where riper fruits the mind may yield ;
For teachers better taught to show
How best the intellect may grow ;
For school-rooms nicely planned, and these
Aided by all the appliances

Of modern skill to keep along
 The growing mind with cheer and song.
 Be it our aim to imitate
 What in the past was truly great;
 Its feebler wisdom to respect;
 Its faults and follies to correct,
 And make so plain our benefits,
 That ne'er with truth fault-finding wits
 Can our good school committee tease
 With — "Old times better were than these."
 Faithful be they, whoever here
 Lead the young mind from year to year;
 Remembering that no outward aid
 Can the essentials supersede —
 Hard study, drilling, application,
 An earnest purpose, repetition,
 Enthusiasm bright and long,
 To lift the weak, confirm the strong,
 And make the school a home to be
 Of progress and morality.

Long may this building stand in fair renown.
 The pride and honor of our goodly town!
 Long may its pupils celebrated be
 For promptness, study, and fidelity!
 And many a learner from it graduate
 For honorable posts in town or state.
 Success attend the teachers! may they find
 The quickened intellect, the willing mind.
 Be punishment their "strange work"; but if sin
 Compel it, may they back to virtue win,
 Oust the rogue-devil out — not flog him in.

October 28, 1868.

E. W. B. C.

"It is the *depth* of study, not the *extent* of it, that gives intellectual power." — LAVATER.

"THE noblest powers of nature stand in need of the nurturing hand of education."

"THE uninstructed mind resembles the unpolished diamond."

"It is hard to acquire knowledge, harder to retain it, still more difficult to put it into practice, and hardest of all not to be proud of it." — CRATES.

Editors' Department.

THE NEW YEAR.

"SOMETHING new! Give us something new!" Such is the importunate cry of dissatisfied humanity. All persons, according to their several ages, conditions, wants, tastes, ambitions, are ever desiring, striving for, what is new; new dresses, new ornaments, new houses, new furniture, new books, new doctrines, new offices, new friends, and, in short, all sorts of new things. This statement is by no means new; for from the day when Adam wanted a new apple, to the time when the "latter-day" Eves — "Saints," of course — are bravely, and, it may be, justly laying their hands upon the new rights of the ballot-box, human nature has been the same; never quite satisfied with the present, always seeking for something new. Well, we are not disposed to exhaust our lachrymal glands over this proclivity of mankind. True it is, that an inordinate desire for the new often makes people unhappy, and even criminal; but on the other hand, if all persons were satisfied with what is, there would be no such thing as human progress. Man does not grow mentally, morally, socially, æsthetically, as a tree according to its nature grows, without motion on his own part; but his labors, his successes, his growth, tread closely upon the heels of his desires and ambitions. Evils, like greedy camp-followers, press hard upon the march of all true progress; and yet the great end accomplished is good. Better is progress with evils than are evils without progress.

With genial, yet grave philosophy, we therefore commend to our pedagogic friends the wisdom of seeking for new things; but always with this caution: let the things sought be thoroughly good, and let them be righteously sought.

Having thus passed through the somewhat spacious vestibule of one subject, we open the door upon the grand treasure-house of new things — the *New Year*! A Happy New Year may it be to you all, good friends! And what a world of new things it brings to you! New opportunities, aims, hopes; new labors to be performed; new trials to be borne; new victories to be achieved; new deeds of kindness, charity, and love, to be done.

And here, fellow-teachers, lies before us the record-book of the New Year; its fresh, white pages untraced, as yet, by the impartial pen that shall write down the thoughts, and words, and deeds of another year in our life-history. What shall the new record be? Shall it tell of renewed and higher devotion to duty? of nobler motives and aspirations? of patience, zeal, and fidelity in laboring for those intrusted to our care? of kindly words and generous deeds in behalf of all to whom we can do any good? Shall it tell of honest and earnest efforts for self-improvement? of our growth in useful knowledge and moral worth? of our increased intellectual power? of advancement in all that distinguishes the highest style of educators! Or shall its pages be darkened, from day to day, by the dishonorable story of neglected duties, unimproved opportunities, unkind words, and unfriendly acts? What the record shall be depends chiefly upon what we will it to be.

No time is more favorable than the opening of a New Year for the sober consideration of one's duties. Let us, then, each by himself, honestly review the past, carefully noting its successes, its failures and their causes, and unsparingly measuring our achievements by our abilities and opportunities; and then let us, having drawn from the retrospect, encouragement, warning and wisdom, enter upon the pleasures, responsibilities and trials of the new-born year with a resolute purpose to do the best we can for ourselves and for others.

We ought to make generous additions to our stock of knowledge. Too often is it the fact that teachers, after having acquired familiarity with certain branches of study, are content with their acquisitions. Knowing enough, in their own estimation, to carry their pupils through the course assigned, they are careless about increasing their knowledge. They cease to grow; become mere pedagogues. To this large class of teachers is justly chargeable much of the disrespect with which too many educated people regard the occupation of teaching. A teacher ought to know all that he has occasion to teach, and a great deal more. He should possess an ever-increasing store of knowledge from which he may draw at pleasure, and with which he may command the admiration of his pupils and the respect of the community.

We ought to keep ourselves well informed in regard to the various educational movements of the day, that we may have a clear understanding of their purpose, be able to judge wisely of their merits, and be ready to take advantage of such new thoughts and instrumentalities as promise to aid us in the discharge of our duties.

We ought to draw what benefit we can from new educational publications, whether in the form of text-books or of periodicals. As an intel-

ligent mechanic is quick to adopt new and improved tools appropriate to his trade, a teacher should be ever ready to seize upon whatever good thoughts, principles, and methods have been wrought out by other educators. A new book must be poor indeed, if it contain nothing new; and a single really new and valuable thought is often worth more than the cost of a volume. A teacher needs his library of professional books just as much as a doctor, who is not a quack, needs his works on medicine; or a clergyman, his works on theology and the religious discussions of the times; or a lawyer, his numerous legal commentaries and reports. It is idle to expect that the business of teaching shall hold a high place among recognized professions until teachers themselves believe, and act as if they believe, that true teaching is both a science and an art, demanding profound and long-continued study, involving principles and methods of great importance, and giving occasion for the exercise of the highest faculties and qualities of mind and heart. So long as the mass of teachers ignore all professional reading, are content to go in the ruts which they have made or others have made for them, and depend only upon certain stereotyped ways and means, without considering the principles on which good teaching is based, teachers generally must fail to command that respect which ought to be liberally given to those whose chief work is to develop, instruct, and adorn the intellectual and moral natures of the young.

But we need not proceed further in the enumeration of the duties and privileges which attend the New Year. They will suggest themselves to every thoughtful mind. Weighty are the duties; precious the privileges. Let us make the most of them.

INTELLIGENCE.

Items for this Department should be sent to G. B. Putnam, Franklin School, Boston.

GEORGE N. BIGELOW, who was well known for eleven years as Principal of the State Normal School at Framingham and late of the Putnam Free School, Newburyport, has opened the Athenæum Seminary, for Young Ladies, corner of Clinton and Atlantic streets, Brooklyn, N. Y. With him is associated his brother, Rev. John F. Bigelow, of New York. (The ripe scholarship and literary culture of these gentlemen eminently fit them for their new work.)

HENRY CHASE has resigned the position of Principal of the West Grammar School, Watertown, which he has well filled for the past ten years. He has been elected to a seat in the Legislature by a large majority. This is an unusual compliment to one of his profession, but it is certainly well deserved.

L. W. RUSSELL, of Watertown, has tendered his resignation as Principal of the Centre Grammar School, to accept the mastership of the Bridgham Grammar School, Providence, R. I.

JAMES M. SAWIN, formerly of Watertown, is now Master of the Elm Street Grammar School, Providence.

Watertown has thus recently lost the Principals of her three Grammar Schools. Several female teachers have also left the service of the town.

REV. T. PRENTISS ALLEN, of Newton, died upon Thanksgiving day, at the age of forty-six. Mr. Allen was for several years associated with his cousin, N. T. Allen, in his classical school, and recently opened a school of his own in the same town.

W. N. BARTHOLOMEW, for several years Professor of Drawing in the Boston High Schools, has been appointed Instructor of Drawing in the Grammar Schools of the city. The office has been established that this accomplished teacher may do for Drawing what has been done during the past few years in other departments.

JULIUS EICHBERG, Director of the Boston Conservatory of Music, has been re-elected Teacher of Music in the Girls' High and Normal School, Boston.

J. B. SHARLAND has been re-elected Instructor of Vocal Music in the Boston Grammar Schools. His enthusiastic devotion and unceasing activity have wrought a complete change in the Musical Instruction given in our schools.

H. W. ALEXANDER has been appointed Assistant Instructor, and is teaching in the Highland District.

PROF. HOLT has been selected to direct the instruction in Music in the *lower* classes of the Grammar Schools.

LUTHER W. MASON, who for three years has devoted his true musical genius to the teaching of the little ones, has been re-elected Instructor in Vocal Music in the Primary Schools.

CALEB RICHARDSON, of Milton (Railway Village), has resigned his school to accept the General Agency of the John Hancock Life Insurance Company, for the State of New Hampshire.

Mr. BULLOCK, of Salem, a recent graduate of the Bridgewater Normal School succeeds Mr. Richardson.

H. F. HOWARD, of Milton (West District), has taken charge of the Grammar School at Oak Hill, Newton.

PROF. LEWIS B. MONROE, of Boston, has been giving instruction in Reading and Elocution, at the West Chester County Institute. The "*Penn. Teacher*" says, "He is regarded as the best elocutionist who has yet been in West Chester."

A. P. STONE, of Portland, we are pleased to see, has been elected President of the Maine Educational Association. A very successful meeting was recently held at Augusta, and, under the experienced guidance of Mr. Stone, the Association must be a power in this State, where educational interests are receiving increased attention.

BOOK NOTICES.

DEPARTMENT OF EDUCATION.—Report for 1867 and 1868. By Henry Barnard, Commissioner of Education.

This report is the first made since the office of commissioner was established. It contains about eight hundred and fifty pages, and presents a vast amount of information upon educational topics, which must be of service where plans are forming for the establishment of systems of public instruction. We hope to make use of it at some future time for the benefit of the *Teacher*.

CYCLOPÆDIA OF BIBLICAL, THEOLOGICAL AND ECCLESIASTICAL LITERATURE. Prepared by The Rev. John M'Clintock, D. D. and James Strong, S. T. D. Harper & Brothers, New York. General Agents in Boston, Pitman & Co., School Street.

The second volume of this great work has just been carried through the press, and includes C. & D. The remaining volumes are nearly prepared and will be issued as rapidly as possible.

We frequently hear the inquiry "Which is the best Bible Dictionary?" Some commend Smith's, some Kitto's, and others Lange's. This Cyclopædia may well claim with these, a share of public favor. It will be of inestimable service to Bible students, since it is not simply a Bible Dictionary, but treats of all topics connected with our Christian Literature.

SERMONS BY HENRY WARD BEECHER.—2 vols. Harper & Brothers: New York.

Mr. Beecher's sermons have been published from week to week in various papers, and have been eagerly read. Written out by reporters and published without his supervision as these have been, they can hardly be taken as authoritative statements of the preacher's opinions. But we have here forty-six sermons which he has carefully revised, and which are published under his sanction. They cover a wide range of topics, and give a good exhibit of the teachings of Plymouth pulpit, excepting that those relating to public questions have been reserved for future publication, if thought desirable. All admirers of Mr. Beecher, and all lovers of good sermons will gladly welcome these elegant volumes. The first has a fine steel portrait of Mr. Beecher.

ADVENTURES IN THE APACHE COUNTRY.—By J. Ross Browne. Harper & Brothers.

This book gives an account of a tour through Arizona and Sonora, with some description of the silver regions of Nevada. It is written in a lively style, and will be found very entertaining.

WILD LIFE UNDER THE EQUATOR.—By Paul du Chaillu. Harper & Brothers.

Perhaps many of our young friends found this book in close proximity to their stockings on Christmas morning. If not, we have no doubt they will be glad to receive it on some other occasion. It is not only exceedingly interesting, but instructive.

SACRED HYMNS FOR SCHOOLS. — Harper & Brothers.

A small volume with flexible covers, containing two hundred and sixty-six hymns. These are of course non-sectarian, but the collection embraces many of the finest hymns in the language. We are sorry sometimes to miss a verse or two from an excellent hymn, and to find a few verses in others we should have omitted. Still we are very much pleased with the book, and would cordially recommend it to teachers. We know there are those who want just such a book. For introduction, it will be supplied at \$2.40 per dozen. Regular price, forty cents per copy.

THEATRICAL MANAGEMENT FOR THIRTY YEARS, with anecdotal sketches. By Sol. Smith.

THE WOMAN'S KINGDOM. — A love story. By the author of John Halifax.

THE GORDIAN KNOT. — By Shirley Brooks.

THE RIGHTFUL HEIR. — A drama in five acts. By the author of "Richelieu."

These books, also published by Harper & Brothers, will perhaps afford good recreative reading. A. WILLIAMS & Co., 100 Washington Street, have them, and also the other publications of the Messrs. Harper.

THE ATLANTIC ALMANAC. — Fields, Osgood & Co. Beautifully illustrated, and containing articles of rare value. It should find its way into every home.

A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE for the use of Schools of every grade. By Thomas W. Harvey, A. M. Cincinnati: Wilson, Hinkle & Co. pp. 264.

Among the distinguishing features claimed for this book, are the methodical arrangement and logical development of the subjects discussed, the brevity, clearness and uniformity of the rules and definitions; the simple yet complete system of analysis; the great variety of carefully prepared models for analysis and parsing; the abundance of exercises and illustrations; definite statement of opinions upon difficult points, and the practical character of its syntax.

These claims are, upon the whole, well founded. The modes of parsing are in some cases quite novel. For example, in the sentence, "That book is hers, not yours," "hers" is parsed as a pronoun, whose antecedent is *book*; hence "hers" is in the *neuter* gender, and is in the *nominative* case predicate. In the sentence, "The ground's your own," "your own" is parsed as a pronoun, referring to "ground" for its antecedent in the *neuter* gender, and in the predicate *nominative*. In the sentence, "What is that man?" "what" is parsed as a pronoun in the *masculine* gender.

These are specimens of uncommon modes of parsing. We leave teachers to judge of their merits.

INDEPENDENT FOURTH READER, containing a simple, practical, comprehensive treatise on elocution; illustrated with diagrams; select and classified readings and recitations; with copious notes, and a complete supplementary index. By J. Madison Watson. New York: A. S. Barnes & Co. pp. 240.

This new Reader contains a treatise on "Practical Elocution," occupying twenty-six pages, and a large variety of interesting and appropriate pieces for reading. The illustrations are numerous and well executed. Words that are

difficult to define or pronounce are clearly given at the bottom of each page. The book possesses decided merits.

BARTHOLOMEW'S DRAWING BOOKS, Nos. I. to XII. inclusive. Woolworth, Ainsworth & Co. Boston : A. S. Barnes & Co., New York.

We desire to call special attention to this series of Drawing Books now passing into such general use. Great improvement has been made in Nos. I. II. III. and they are very well adapted to teach the alphabet of the art, which must be mastered before real success can be acquired.

No. IX. or No. I. of the Animal Series, is a very fine book for more advanced pupils.

As an aid to instructors, a **TEACHER'S GUIDE** has been prepared as a companion to No.'s I. and II., which contains general directions and instructions appertaining to those books. It is expected that others will follow.

CHANGE OF BASE. — By William Everett. Lee & Shepard.

In the last number we stated, in our notice of this book, that it opened with an inside view of the Boston Latin School. We were led to do so by the fact that the description can apply to no other *existing* school. The author informs us that he desired to avoid photographing any school whatever. We are happy to make the correction.

CHAMBERS' MISCELLANEOUS QUESTIONS, with answers, embracing Science, Literature, Arts, etc. By W. Chambers, F. R. S. E., F. G. S. pp. 200. J. B. Lippincott & Co. Philadelphia: For sale by Nichols & Hall.

We are delighted with this little volume, so full of information upon all important subjects. With this book in hand, the teacher can impart to his pupils an amount of knowledge which could otherwise be obtained only by a vast deal of laborious research. It will be especially useful to students of literature.

SYDNIE ADRIANCE; OR, TRYING THE WORLD.—By Amanda M. Douglass. 12 mo., pp. 360. Lee & Shepard.

The author has already acquired an honorable reputation, and her former books "In Trust" and "Claudia," have been highly commended. Her style is true to nature, and devoid of that sensational character too common in works of fiction.

ELEMENTARY COURSE IN THE GERMAN LANGUAGE, for the use of Schools. By Gabriel Cambell, M. A. Woolworth, Ainsworth & Co.

This work has already passed to a third edition, and is thus evidently approved by those engaged in teaching this difficult language. The pupil is encumbered as little as possible with minor details and exceptional cases, and is led at once to compare the differences and affinities between this language and his own. The classification and arrangement are philosophical.

Part 1st contains "Forms of Words"; Part 2d, "Reading and Analysis."

DOWN THE RIVER; OR, BUCK BRADFORD AND HIS TYRANTS.—By Oliver Optic. pp. 303. Lee & Shepard.

This is No. 6 of "The Starry Flag Series," and describes the eventful voyage of its hero from Wisconsin to New Orleans. The series is now complete.

HOW NOT TO BE SICK. — By Albert J. Bellows, M. D. Hurd & Houghton: New York.

We noticed not long ago, "The Philosophy of Eating," by the same author. We have here a sequel to that work, in which the principles therein established are carried out more in detail in reference to particular classes of persons, and special conditions of the bodily system.

Dr. Bellows has evidently entered upon this subject with great earnestness. He takes his positions boldly, and fortifies himself with the strongest arguments. He may in some matters of detail be mistaken, but it is impossible to invalidate his reasoning or resist his more general conclusions. That the amount of sickness among men might be reduced at least one-half by a due attention to diet and bodily condition, no one will dispute.

We know no work upon this subject so satisfactory as these two books by Dr. Bellows. We hope, therefore, they will be extensively read, and, what is of more importance, generally heeded.

THE KING'S LILY AND ROSEBUD. — By Mrs. A. M. Diaz. Fields, Osgood & Co.

A beautiful story; a sort of fairy tale, delightfully told, exciting an eager interest, and having a sweet and healthful influence. It is illustrated by W. L. Sheppard. Boys and girls will all like it, especially the girls.

Mrs. Diaz is a regular contributor to *Our Young Folks*. She tells her stories in a wonderfully simple and direct manner; is so completely in sympathy with the young, that she makes everything seem natural, even giants and fairies; and she weaves in such pretty and sometimes such quaint fancies, that she is sure to captivate her readers. Her influence is refining and ennobling. Her moral lies not so much in set words as in the spirit of all she writes. Such stories as the "King's Lily and Rosebud," though fanciful in the extreme, are yet true in spirit, and tend to increase the number of those

"Whose hearts the holy forms
Of young imagination have kept pure."

We congratulate the children upon having such a writer enlisted in their service.

FIRST LESSONS IN GEOMETRY. — By Bernard Marks. Ivison, Phinney & Co., New York.

The author maintains, in his preface, that children in our Grammar and even in our Primary Schools, should be taught the elements of geometry; that, in general, we make a mistake in teaching the elementary branches exhaustively instead of teaching the elements of all branches. So he would not carry some branches so far in our Grammar Schools, but teach, instead, the elements of other branches.

There is reason in this; and we thank him for giving us an elementary work on geometry which can certainly be used in our Grammar Schools with great advantage. It contains geometrical definitions, the names and forms of geometrical figures, and demonstrates twenty-five propositions; and all this in easily

understood language, accompanied by appropriate illustrations, in some instances colored, to give greater distinctness.

DOTTY DIMPLE AT PLAY. — By Sophie May. pp. 184. Lee & Shepard. No. 4 of the "Dotty Dimple Stories."

"The Little Prudy Stories" established the reputation of the author with all the little folks, and this series is in great demand among them.

WORDS OF HOPE. — By Mrs. C. A. Means, of Dorchester. pp. 256. Lee & Shepard.

A year since we noticed a beautiful volume by this lady, bearing the title "Golden Truths." The success of this induced the author to prepare a second book of selections. It is especially intended to console those who have been bereaved, and contains gems, both of poetry and prose, from some sixty different writers. "That they may prove words of hope and consolation to many sorrowing hearts, is the earnest wish of the compiler."

SCHOOL HISTORY OF PENNSYLVANIA — From the earliest settlements to the present time. By J. R. Sypher. pp. 344. J. B. Lippincott & Co. Philadelphia: For sale by Nichols & Hall.

We hope some one will take the hint, and prepare a School History of Massachusetts. It would be both interesting and profitable as a text-book, as this one certainly is.

CHARLIE BELL, THE WAIF OF ELM ISLAND. — By Rev. Elijah Kellogg. pp. 325. Lee & Shepard.

This volume is No. 2 of the Elm Island Stories, and is as attractive as "Lion Ben." Those who left this hero in his island home, will be eager to continue the interesting story of his brave adventures.

ROSAMOND DALTON. — By Mrs. H. C. Gardner. pp. 234. Lee & Shepard.

A simple narrative, the aim of which is to inspire unselfish purposes, and prompt to useful activity. A girl's book.

HILLSBORO' FARMS. By Sophia Dickinson Cobb. 12mo., pp. 423. Lee & Shepard.

The author informs the reader in her "Preface," that this book claims to have no special moral or mission. She has not aimed to teach anything or prove anything, but has rather sought to paint some of the more quiet phases of life and nature.

GLOVERSON AND HIS SILENT PARTNERS. — By Ralph Kuler. 12mo., pp. 372. Lee & Shepard.

Although a story, this volume will give a vivid idea of real scenes and life in California, where the author resides.

A RUN THROUGH EUROPE. By Erastus C. Benedict. New York: A. S. Barnes & Co. pp. 552.

A book brimful of delightful pictures. It is not made up from handbooks but is sketchy, lively, and full of interest. We have read it with real pleasure.

N. A. CALKINS has been unanimously elected Assistant Superintendent of the public schools of New York City, for two years. He has already held this position six years.

EXCHANGES.

THE INDEPENDENT.—Among the most enterprising and successful weekly papers of America is the *Independent*. It is edited with great ability. It discusses questions relating to religion, morals, politics, finances, science and art, with zeal and independence. We like the *Independent*, notwithstanding we sometimes dissent from its doctrines, and object to the bitterness with which it now and then assails its political and religious opponents. Its wonderful pecuniary success during the past year has caused a large increase in the number and length of its literary columns. Each number now contains reading matter enough to make a good-sized book. We suppose that the *Independent* is usually well printed; but it somehow happens that nearly every copy that comes to us has been very unfortunate in passing through the press.

THE NATION.—No paper that comes to us is more welcome than *The Nation*. Having read it weekly for two years, we feel safe in saying that it ought to be in the hands of every teacher who pretends to keep pace with the times. It gives an excellent summary of political news; discusses with marked candor and ability the various questions which agitate this and other countries; gives fair reviews of new publications; and, in brief, is a thesaurus of good things. *The Nation* is one of the few papers that we carefully preserve. We are sure that we do valuable service to our fellow-teachers when we earnestly advise them to take *The Nation*.

HARPER'S NEW MONTHLY MAGAZINE.—This publication is so universally and favorably known, that it needs no commendation at our hands. Its striking peculiarity is the great variety of articles it contains. Instead of limiting itself to a certain range of subjects, as most magazines do, it presents something to suit every man's taste. From the metaphysician, who likes to be solemn over solid essays, to the man who cares only for a joke or a side-splitting story, everybody can find in "Harper" something that meets his particular wants. Although the "New Monthly" is now twenty years old, it is as new as ever.

THE ATLANTIC MONTHLY commences the year in good style. It has several admirable papers, and all are of general interest. Its publishers do not mean it shall rest upon the reputation already won, great as that is. Their arrangements for the new year embrace articles from the most noted writers, upon literary, scientific, hygienic, historical, political, and reformatory subjects. We are glad to see our old friend still vigorous and determined to lead the column of magazine literature. Published by Fields, Osgood & Co.: Boston. \$4.00 per annum.

THE GALAXY has steadily gained friends since it has been under its present management. It has presented a series of good articles, readable and instructive; some of them of especial interest to teachers. The January number is a good beginning of the new year, and shows what may be expected. The publishers give us a supplement of twenty pages, in which is commenced Mrs. Edwards's new story; and have shown their enterprise by securing the advance sheets of Charles Reade's new story, the publication of which will commence in the March number. Published by Sheldon & Co., New York. \$4.00 per annum.

LIPPINCOTT'S MAGAZINE commences its second year with the January number. In typographical appearance it has taken the front rank; nor has it in any respect been far behind. It aims to give a large proportion of light reading, the best of its class; and much also that instructs and awakens thought. The new number is very attractive. *Beyond the Breakers*, an American novel, is commenced in it. Published by J. B. Lippincott & Co. : Philadelphia. \$4.00 per annum.

THE NEW ECLECTIC MAGAZINE.—The January number shows this to be a well-printed and handsomely appearing magazine. Good taste is manifested in its selections, and judging by the number before us, it will give its readers much that is entertaining and valuable during the year. Published by Turnbull & Murdock : Baltimore. \$4.00 per annum.

EVERY SATURDAY always has some good reading. We will acknowledge our indebtedness to it for much pleasure and instruction during the past year. Its valuable and entertaining matter, and its convenient form ought to make it a general favorite. "*New Uncommercial Samples*" by Charles Dickens, will commence with the new year. Fields, Osgood & Co. : Boston. \$5.00 per annum. Single copies ten cents.

THE MISSIONARY HERALD.—The January issue of this periodical more than justifies the commendatory words on a previous page. In an article entitled the "Annual Survey of Missions of the Board," we find a new feature, viz, the correct pronunciation of the different missionary stations in the various parts of the world. This, with the usual variety of interesting articles in reference to the great work of evangelization, makes this a very valuable number.

OUR YOUNG FOLKS opens with *The Story of a Bad Boy*. He seems, however, to be a natural sort of a boy, and may not be so very bad after all. At any rate, he is determined to give an interesting account of himself. *The Story of the Golden Christmas Tree* is first rate. There is a pretty good time *Among the Glass Blowers*; then there are some wonderful things about *The World we Live on*, and some other good things; and the promise of many more.

In some instances teachers have made use of this and other magazines in school for exercises in reading. Is not an excellent idea? The great object of reading is to gain information. Is not this object almost entirely lost sight of in very many schools? The article, *The World we Live on*, by Mrs. E. C. Agassiz, would afford an excellent exercise of this sort. It is the intention of the publishers to give many such articles from competent writers during the present year; and we believe such articles in this, or in other magazines, may be made to do good service in schools. Published by Fields Osgood & Co., Boston. \$2.00 per annum.

THE RIVERSIDE MAGAZINE FOR YOUNG PEOPLE maintains its attractiveness. Hans Christian Andersen, the noted story-writer, has a story in the January number, and will contribute other stories during the year. Instructive articles will also be given. The illustrations in this magazine are generally very good. One does not often see in a magazine a finer engraving than *The Sleighing Party*. Hurd & Houghton : New York. \$2.50 per annum.

THE SCHOOLMATE has gained upon itself, which was an exceedingly hard thing to do. Mr. Alger's stories have been very interesting, and have proved very popular. We have heard some very complimentary things said of this magazine by the young people, and they are in accordance with our own judgment. We have not seen the January number, but we are very sure it will not be behind its predecessors. The publisher's arrangements for the coming year promise to make this magazine a still greater favorite. Joseph H. Allen: Boston. \$1.50 per annum.

OLIVER OPTIC'S MAGAZINE. — Our Boys and Girls. — This popular magazine has made its fifty-two appearances during the past year, and every appearance has gladdened a host of admirers. An item in our last issue stated that "Oliver Optic" stopped writing ten minutes on a certain occasion. This wants confirmation. At last accounts, he was running the *Lightning Express*, determined to be *On Time*. There is some reason for thinking that by and by he will *Switch Off*, or *Break Up*; but it is uncertain. These are the titles of his *Lake Shore series*, which will appear in the new volume. This magazine has other excellent contributors to its pages, and gives a large amount of agreeable and instructive reading. Lee & Shepard: Boston. \$2.50 per annum.

THE LITTLE CORPORAL has now a handsome cover, and comes to us improved in appearance. It sticks nobly to its motto, and is in every respect an unexceptionable publication for children. A mother who has taken it from the beginning, says, "It is one of the few that I am not afraid to put in the hands of my children without examination." Alfred L. Sewell: Chicago. \$1.00 per annum.

THE NURSERY. — If perfect adaptation, both in matter and style, to the wants of those for whom it is designed, be the standard of judgment, this magazine for youngest readers, must be ranked as the best of all publications. It never fails to delight all of its numerous patrons; and frequently surprises by its pretty stories, and quaint illustrations. We hope every child will have it. In some primary schools, it has been at times used instead of the prescribed reading-book, with remarkably good results. Teachers will find it can be made very serviceable in this direction.

ITEMS.

THE WESLEYAN FEMALE COLLEGE, at Cincinnati, has nearly two hundred students and fourteen lady professors. This was the first female college at the West.

THE FREE INSTITUTE OF INDUSTRIAL SCIENCE at Worcester began its First term Nov. 10, under the direction of President Thompson.

TILDEN LADIES' SEMINARY, at West Lebanon, N. H., is to be enlarged at a cost of \$20,000, the gift of Hon. William Tilden, of New York.